STEPPING INTO NEW LEADERSHIP

for Equity and Social Justice

Stepping into New Leadership

The Department of Educational Leadership (DEL) and College of Education and Allied Studies (CEAS) welcome you to our 9th Annual Leadership Institute! The theme of this year's institute compels us to consider the preparation of first-time leaders, support for advancing leaders, and the challenge of producing bold, socially responsible leaders during an unprecedented era in public education and our country. This institute highlights our students' research interests through an intellectual discourse where participants are provided opportunities to review and discern the department's mission and core values, exemplified in our students' work and noted leaders in our field.

This is an opportunity to see our mission and core values in action!

Today, more than 90 students representing 32 districts or agencies across five counties will deliver 71 presentations. As a department, we espouse, and therefore our students' work reflects, the following core values:

- **Diversity**
- **Equity**
- **Democratic Collaboration**
- **Critical Inquiry Continuous Improvement**
- **Socially Responsible Leadership**

AGENDA

8:30 am
Registration & Continental Breakfast

9:00 – 9:30 am
Welcome & Opening Remarks

Dr. Peg Winkelman, Chair,
Department of Educational Leadership

Dr. Carolyn Nelson, Dean,
College of Education and Allied Studies

Dr. Leroy M. Morishita, President,
California State University, East Bay

9:30 – 10:30 am
SESSION 1: Superintendents Panel
Facilitator: **Dr. Emily Brizendine**

10:30 – 11:10 am
BREAK and DOCTORAL
POSTER SESSION GALLERY WALK
Doctorate in Educational Leadership for Social Justice -
3rd Year Students

11:10 – 12:15 pm
SESSION 2: Roundtable Sessions
Preliminary Administrative Credential (Tier I)
Students' Presentations

12:15 – 1:00 pm
LUNCHEON on the LAWN

1:00 – 2:00 pm
SESSION 3: Roundtable Sessions
Master's Degree Students' Exhibition

OUR PARTNER DISTRICTS

U.S. public schools are in a highly reform-active period with mounting pressures on schools to show evidence of academic progress. The Department of Educational Leadership (DEL) proudly partners with 19 districts throughout the Bay Area to deliver quality graduate degree programs and relevant administrator preparation. DEL faculty members work in conjunction with our partner districts to support and address districts' needs through our curriculum, instruction, and research.

CRECE: The Center for Research, Equity, and Collaborative Engagement

CRECE is an exciting partnership of CSU East Bay faculty and graduate students working with K-12 education professionals. Our mission is to identify the actual needs of K-12 students and educators so that our scholarly research addresses their most pressing concerns. CRECE (pronounced "creh-say") is derived from the Spanish word crecer, meaning "to grow," which underscores our overall goal: finding new ways to help schools learn and grow, thus fulfilling the ultimate potential of all students.

To accomplish that goal, CRECE implements a three pronged approach through:

1. **Networking:** building on the College of Education and Allied Studies long-standing community partnerships, CRECE enhances and expands collaborative relationships throughout the Bay Area.

2. **Educating:** offering a forum for educational leaders to share their expertise, improve their skills, and expand their knowledge, through our formal degree programs, certifications, and involvement in mutual research interests.

3. **Disseminating:** sharing the findings of collaborative research through an annual leadership institute, website, and faculty/student publications.

At this year's Leadership Institute, we are proud to feature three research projects in collaboration with Bay Area school districts:

- **Deer Valley High School, Antioch Unified School District:** College Readiness: Preparing Students for College Through a California Academic Partnership Program (CAPP) Grant [Key Collaborative Partner: Susan Ceballos, Vice Principal, DVHS]

- **Hayward Unified School District:** STEAM Implementation in HUSD High Schools [Key Collaborative Partners: Monica Johnson-Rock, Director, Curriculum and Instruction & Dr. Lisa Davies, Director, Secondary Education]

- **Oakland Unified School District:** The School Enrollment Experience and Factors Influencing School Selection by OUSD Parents [Key Collaborative Partners: Dr. Charles Wilson, Executive Director, Enrollment and Registration Management & Nana Xiu, Director of Strategic Policy and Planning]

AGENDA AT A GLANCE
Institute Strands and Presentations

Session 1: Superintendents Panel

Continuing a long-standing tradition of the Annual Leadership Institute, three superintendents will inform us regarding their experience as they stepped into new leadership roles. The superintendents comprising today's panel are:

- Matthew Duffy, West Contra Costa Unified School District
- Pat Sánchez, Newark Unified School District
- Dr. Janet Schulze, Pittsburg Unified School District

BREAK & Doctoral Students' Poster Gallery Walk

Opportunity Gap

- Closing the Opportunity Gap Through Culturally Responsive Teaching: A Case Study of an Affluent San Francisco Bay Area Public School
- Breaking the Code: Increasing the Number of African American and Latino Students in STEM Careers
- Black Students: Stereotypes and Educational Opportunities

Professional Development

- Knowledge and Professional Development for Principals Leading Linguistic Communities in Schools

Service Learning

- Student Agency and Critical Service Learning Models: Is There an Impact on Community Involvement after Graduating from College?

Special Education

- Identification of Students with Dyslexia in California Public Schools
- Disproportionality of African Americans and Latinos: An Investigation of the Connection Between Special Education, Discipline, and Prison

Student Well-Being

- College Student Stigma of Mental Illness: The Contact Hypothesis

Technology

- Marginalized Student Access to Technology Education

Session 2: Preliminary Administrative Credential Students' Roundtable Presentations

English Learners

- Re-classification: The Long Term Cost English Language Learners Pay
- Pushing English Language Learners Across the RFEP Finish Line
- English Learners and the Achievement Gap
- Are Emergent Bilingual Students Succeeding? Academic Performance for English Learners

Opportunity Gap

- Disparity in Graduation Rates Between Students from Affluent and Socio-Economically Disadvantaged Neighborhoods
- Cañada Middle College High School, Sequoia Union High School District, and Diverging Demographics
- Disparity of Minority Students in Advanced Placement Courses
- High School Graduation and College Readiness of Newcomer Immigrant Students entering California Schools as Adolescents
- College and Careers for All: The Equitable Representation of Students in Career Pathways
- The Impact of the Widening Income Achievement Gap on Student Performance
- Inequities in Catholic Education

School Culture/Stakeholder Involvement

- Disproportionality In Student Punitive Discipline
- Data, the Cycle of Inquiry, and Interrupting the Negative Correlation between Student Behavioral Issues and Academic Success
- Site Mission, Truancy Rates, and Reality
- Parent Involvement: Does it Impact Student Performance?

Special Education

- Disproportionality in Special Education: The Plight of the Black Student Population in the Berkeley Unified School District
- The Overrepresentation of Male Students in Special Education

Teaching and Learning

- The Impact of Staff Turnover on High Needs Schools
- The Arts: Pathways To Building Student Engagement
- PLCs: A Pathway to Build Teachers' Capacity to Effectively Support Students
- Advancing Classroom Management and Teaching Practices
- Smarter Balanced Assessment and the Digital Divide
- Systemic Inequities and Transitional Kindergarten
- Addressing Students' Needs in Reading Comprehension through Response to Intervention (RTI)
- The Role of Teacher Belief Systems in the Reading Achievement Gap

> " The goal of education is the advancement of knowledge and the dissemination of truth. "
>
> **- John F. Kennedy**
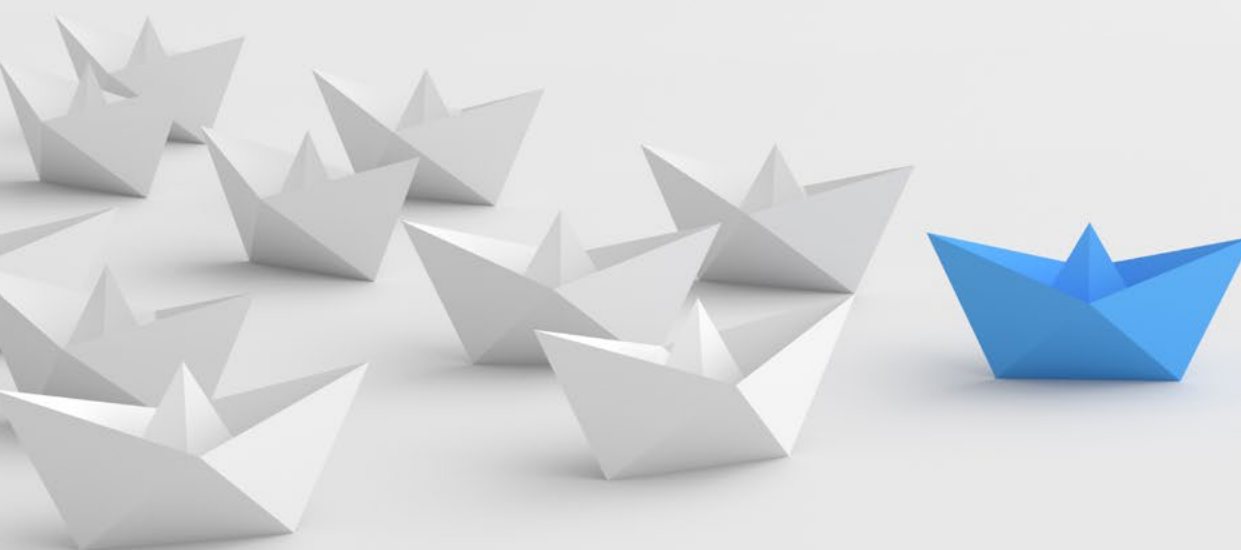
Session 3: The Master's Exhibition

Collaboration

- Coaching Mainstream Peers Effect on Newcomer ELL Academic Outcomes
- It is Not Just the Students, Teachers Can be Marginalized Too

English Learners

- Diminishing Reclassification Barriers for English Language Learners
- Oral Language Intervention for English Language Learners
- The Obstacles English Language Learners Encounter from Being Reclassified as "Fluent English Proficient"
- Effective Interventions for Long Term English Learners

Opportunity Gap

- The Cornell Note Taking System as a Learning Tool for At-Risk students
- Effectiveness of a School-based Intervention Program: Addressing the Underrepresentation of Students of Color in AP (Advanced Placement) Classes
- Olympic High School - Service Learning
- Examining the Effectiveness of a Two-Year Algebra Class
- Creating Harmony for Students of Color: Access and Equity in High School Orchestra Program
- Underrepresentation of African Americans in Advanced Placement Classes
- Intervention and Early Detection Program
- Examining Correlations Between School Provided Academic Supports and Achievement for Hispanic Students
- The Effects of Freshman Science Class on Upper Level Science Enrollment
- Interventions to Increase Enrollment

School Culture/Stakeholder Involvement

- Social Justice and Equity for All Families
- Building From The Bottom Up! Restorative Justice Practice at an Elementary School
- Identifying Effective Measures to Address Truancy and Habitual Tardiness in 9th Grade Students
- Do Letters Work? Identifying Effective Strategies to Reduce Chronic Student Absenteeism/Tardiness
- Examining the Challenges in Planning and Implementing PBIS (Positive Behavior Interventions and Supports)
- How Can We Help? Examining the Mental Health of America's Adolescents

Special Education

- The Overrepresentation of Hispanic English Learners in Special Education
- Closing the Achievement Gap with Special Education Students Towards Common Core Standards in Mathematics
- The Impact of Professional Learning on Readiness and Attitudes Toward Special Education Inclusion
- Students with Severe Disabilities May Show Behavioral Benefits from Inclusion

Teaching and Learning

- Bridging the Gap: Using AR as an Intervention Tool for Reading Comprehension
- RTI at Centerville: Where Do We Go from Here?
- Impact of Push-In Reading Intervention on Academic Growth and Social-Emotional Well Being
- The Influence of Feedback on Reading Comprehension for High School Resource Students
- Intervention: How to Make it Count
- Examining the Effects of Vocabulary Building Strategies on Informational Text Comprehension

Technology

- Virtual Reality: Transforming the Future of Girls in Tech
- ST(R)E(A)M to Increase Teacher Collaboration

10:30 – 11:10 am – BREAK & Poster Session Gallery Walk:

Doctorate in Educational Leadership for Social Justice - 3rd Year Students

Lehi Victoria Dickey
North Oakland Community Charter School

Closing the Opportunity Gap Through Culturally Responsive Teaching: A Case Study of an Affluent San Francisco Bay Area Public School
This study examines how an affluent San Francisco Bay Area public school addresses the academic and social needs of its marginalized and low-SES students through culturally responsive teaching.

Kathy Futterman
Mt. Diablo Unified School District & CSUEB

Identification of Students with Dyslexia in California Public Schools
One of the key problems facing public education today is the need for early and accurate identification of students with dyslexia. This explanatory case study examined how one diverse public school district in California is currently identifying students with dyslexia.

Shellie Renae Higuera
Vallejo City Unified School District

Disproportionality of African Americans and Latinos: An Investigation of the Connection Between Special Education, Discipline, and Prison
The disproportionality observed in special education programs and the prison system creates what some have called second-generation segregation. Using Structural Inequity, Social Reproduction, and Critical Race Theories, a qualitative interview study was conducted to explore the experiences of six formerly incarcerated individuals.

Wanda M. Kurtcu
San Lorenzo Unified School District

Marginalized Student Access to Technology Education
This dissertation focuses on teacher transformation of student access to technology education in an alternative education program.

Carolyn Peterson

College Student Stigma of Mental Illness: The Contact Hypothesis
This study examines "In Our Own Voice" (IOOV) program effects on college student attitudes, assumptions and stereotypes of mental illness. Critical discourse analysis of students' pre-post IOOV interviews showed a significant change in preconceived notions of peers struggling with mental illness.

Stacey Vidal-Butler
Hayward Unified School District

Knowledge and Professional Development for Principals Leading Linguistic Communities in Schools
The role of the school principal is demanding in many ways. Principals are exposed to ongoing professional development to presumably further their own professional learning. This study examined the professional growth opportunities available to principals leading schools offering bilingual programs.

Victoria Tarumoto-Wallace
Envision Impact Academy of Arts and Technology

Student Agency and Critical Service Learning Models: Is There an Impact on Community Involvement After Graduating from College?
My dissertation examines student agency through critical service-learning and its impact on community involvement after graduating from college. A call to action is made to re-evaluate student agency and critical service learning models at the local, state and federal level.

Yvonne L. White
Hayward Unified School District

Breaking the Code: Increasing the Number of African American and Latino Students in Science Technology Engineering Mathematics Careers
Do Career Pathway Academies and Linked Learning programs that attempt to address the disparity of minorities entering into the STEM college and career pipeline actually allow students to increase their self-efficacy by experiencing the work-culture through career internships?

Andrea B. Wilson
Hayward Unified School District

Black Students: Stereotypes and Educational Opportunities
This study examines the effects of the stereotypes held by educators on a school campus of Black students. While there have been studies on stereotyping, research is emerging on the correlation between educational hindrances due to negative stereotyping.

SESSION 2: 11:10 am – 12:15 pm – Roundtable Sessions:
Preliminary Administrative Credential (Tier I) Students' Presentations

Old Union 3rd Floor Dining Room (311)

Table 1

Halo Smart
Sequoia Union
High School District

Cañada Middle College High School, Sequoia Union High School District, and Diverging Demographics
What are Cañada Middle College High School's current demographic trends, what factors contribute to these trends, and what steps can be taken to better align the site with district demographic trends?

Jessica Murray & Joseph Nagel
Diocese of Oakland

Inequities in Catholic Education
A generation ago Catholic schools, with their thriving parishes and full enrollment, were relatively comparable in terms of resources and environments. Today, the dwindling enrollment and shifting demographics of some parishes challenges the existence of these schools.

Table 2

Yvonna Rogers
Castro Valley
Unified School District

Disparity of Minority Students in Advanced Placement Courses
Focusing on the disparity of African-American and Hispanic students in their enrollment in Advanced Placement Courses at Castro Valley High School, this paper examines possible causes for this issue. Although this paper does not purport a solution, it begins the conversation surrounding the inequity.

Erin Dinday, Angie Seto & Yadira Zapata
Martinez Unified School District

College and Careers for All: The Equitable Representation of Students in Career Pathways
This study outlines our systematic process for using the lenses of gender, ethnicity/race and special education designation to identify and address issues of inequity in the Career Pathway and Advanced Placement programs of a comprehensive public high school.

Table 3

Tara Charles
Sequoia Union
High School District

Disparity in Graduation Rates Between Students from Affluent and Socio-Economically Disadvantaged Neighborhoods
What are the causes and factors that contribute to high school dropout rates and the disproportionate number of students who matriculate from SED neighborhoods? How can we support all students using research-based strategies?

Yvonne Valdez
Hayward Unified School District

High School Graduation and College Readiness of Newcomer Immigrant Students entering California Schools as Adolescents
Adolescent immigrants who first enter American schools at the secondary level graduate and complete A-G coursework at lower levels compared to other student populations. This review of data and literature identifies the factors that shape these outcomes.

Old Union Basement - Banquet Room (B102)

Table 1

Antoinette Sperske
Berkeley Unified
School District

PLCs: A Pathway to Build Teachers' Capacity to Effectively Support Students Enrolled in a Continuation School Setting
Students who attend Continuation High Schools face challenges in achieving academic success. Critical to the success of students is the establishment of teacher engagement to establish an effective Professional Learning Community.

Carol King & Cynthia Breedlove
West Contra Costa Unified School District

Advancing Classroom Management and Teaching Practices
Many students' academic, emotional, and social interactions within the classroom prohibit them from being highly successful in continuation school and high school settings.

Table 2

Ariana Hernandez & Yvanna Wheeler
Mt. Diablo Unified School District

The Impact of Staff Turnover on High Needs Schools
This study outlines the relationship between the rate of certificated, classified, and administrative staff turnover, school climate and student achievement. Schools with high needs require a stable staff to ensure academic success.

Table 3

Katie Carter
Fremont Unified School District

Smarter Balanced Assessment and the Digital Divide
The new SBAC computer-adapted test not only measures proficiency in math and ELA, but also incorporates technology skills previously acquired by students. Does the Digital Divide exist in FUSD, and how can we break down technology barriers for socio-economically disadvantaged students?

Ravi Kline
San Francisco
Unified School District

Systemic Inequities and Transitional Kindergarten
How can research, best practice, and collaboration be used to inform TK implementation throughout SFUSD? What are the next steps toward applying universal, developmentally appropriate assessment tools and research based collaborative models that monitor and guide equitable outcomes for students?

Jennifer Gulick, Rachel Porzig, Christopher Reed, & Emily Ruffridge
West Contra Cost
Unified School District

The Arts: Pathways To Building Student Engagement
Lack of student engagement can serve as a roadblock to optimism, curiosity, and passion in their academic, social and emotional development. Research shows that strong student engagement can reduce suspensions, absenteeism, and can lead to fewer disciplinary referrals.

Table 4

Candyce Cannon
Berkeley Unified School District

Disproportionality in Special Education: The Plight of the Black Student Population in the Berkeley Unified School District
African American students are referred to and qualify for special education at alarming rates. They comprise less than 20% of public schools, yet account for almost 35% of special education placements. What are the solutions to this issue of disproportionality?

Meredith Dolley
Lafayette School District

The Overrepresentation of Male Students in Special Education
This study, which analyzes the overrepresentation of males referred to special education, provides examples of how schools can better serve our male students. Participants will walk away with a better understanding of possible systems to provide equity for males in our general education classrooms.

New Union 2nd Floor Bayview Room

Table 1

Blanca Carrillo, Robert Mayer, Stephanie Sanchez, & Gail Simpson
West Contra Costa
Unified School District

Re-classification: The Long Term Cost English Language Learners Pay
The long-term costs for English Language Learners who do not get reclassified within our schools is high. An analysis of student-level longitudinal data, in conjunction with survey responses, revealed districts' reclassification criteria yield different results.

Judy Santos
Castro Valley
Unified School District

The Impact of the Widening Income Achievement Gap on Student Performance
This plan raises awareness of the widening income gap effect on student achievement due to the disparity between economically disadvantaged students and non economically disadvantaged.

Yusef Auletta
Berkeley Unified School District

Pushing English Language Learners Across the RFEP Finish Line
This paper addresses the obstacles that English learners must overcome in the California public education system in order to qualify for Reclassified Fluent English Proficient (RFEP) status.

Table 2

Anissa Sharief
Pleasanton Unified School District

English Learners and the Achievement Gap
This research paper explores data collected on English Language Learners (ELL) in Pleasanton Unified School District. The data raises questions about ELL and Long Term English Learner student achievement in regards to state testing versus academic success in Secondary ELA coursework.

Jose Hernandez
Antioch Unified School District

Are Emergent Bilingual students succeeding? Academic Performance for English Learners
Analysis of data reveals a consistent pattern of low proficiency scores on CAASPP assessments and A-G graduation rates for Emergent Bilinguals. Collaborative conversations with stakeholders informed the development of recommendations discussed in this Equity Plan.

Judy Santos
Castro Valley
Unified School District

Parent Involvement: Does it impact student performance?
This study investigates the relationship between student achievement and parent involvement. It explores the differences between RFEP students and their EL and EO counterparts. The plan includes data, a variety of literature, and a stakeholder discussion.

New Union 2nd Floor Oakland Room

Table 1

Charlie Litten, Marga Marshall, Silvia Orellana-Barrera, & Sonia Trujillo
Mt. Diablo Unified School District

Addressing Students' Needs in Reading Comprehension through Response to Intervention (RTI)
Response to Intervention at the middle school level presents challenges for school sites. This study analyzes the data supporting the need to provide reading comprehension intervention through RTI. We also explore programs being used, results of collaboration and future recommendations.

Lauren Morrison
Berkeley Unified School District

The Role of Teacher Belief Systems in the Reading Achievement Gap
This study, which examines the reading achievement gap between White and African-American elementary school students, considers the role of teacher beliefs about African-American students' ability to become proficient readers in student achievement.

Table 2

Miren Doolittle, Nicole Glassel, James Goble, Miguel Olea, Robyn Shutt
Pittsburg Unified/
West Contra Costa

Philip Wong
Sequoia Union
High School District

Site Mission, Truancy Rates, and Reality
The Mission of East Palo Alto Academy is for all students to be college and career ready, but can this Mission be achieved when more than 50% of students are truant each year?

New Union 2nd Floor Concord Room

Table 1

Michalis Gordon
Newark Unified School District

Data, the Cycle of Inquiry, and Interrupting the Negative Correlation between Student Behavioral Issues and Academic Success
Current data trends highlight a negative correlation between student behavior issues and academic success at Newark Memorial High School. Compiling data is a continuous process that should analyzed on a regular basis and shared with stakeholders to guide improvement. In the case of this report, can sharing data with staff start a conversation and engender suggestions on how to make that change?

Robert Martinez & Connor Snow
Vista Unified/Oakland Unified School District

Disproportionality In Student Punitive Discipline
Nationwide, students of color experience disproportionate outcomes in education, exacerbated by increased discipline rates, removing them from their educational environment. It is critical that we work to understand the root causes of disproportionality in punitive discipline for students of color.

LUNCHEON ON THE LAWN:

A salad buffet is available at your leisure in between our two roundtable sessions

SESSION 3: 1:00 – 2:00 pm – Roundtable Sessions:

Master's Degree Exhibitions

Old Union 3rd Floor Dining Room (311)

Table 1

Jeremy Vilkins
Fremont Unified School District

RTI at Centerville: Where Do We Go from Here?
This collaborative action research study focused on the PLC and RTI models to determine the multiple tiers of support impact on effectiveness and progress in a middle school.

Janae Fine
Mt. Diablo Unified School District

Intervention: How to make it count?
This case study analyzes the effectiveness of a technology based RTI program conducted in an after school program.

Table 2

Chris Harvey
Tracy Unified School District

Bridging the Gap: Using AR as an Intervention Tool for Reading Comprehension
This action research study investigated the effectiveness of an intervention program, Accelerated Reader on increasing reading comprehension levels for middle school students to read at grade level.

Michael Allum
Vallejo City Unified School District

The Influence of Feedback on Reading Comprehension for High School Resource Students
This action research study examined the effect of one strategy, called "feedback", and how it influences small groups of high school resource students' reading comprehension skills.

Table 3

Theresa Parini
West Contra Costa Unified School District

Examining the Effects of Vocabulary Building Strategies on Informational Text Comprehension
This study seeks to understand how weekly taught vocabulary building strategies aids students acquire independent reading skills for text comprehension.

Amy Marymor, Mirel Rivera & Kira Walsh
West Contra Costa USD

The Effect of Goal Setting on Student Reading Levels
The literacy gap is very apparent in upper grade elementary schools in our district. In an effort to narrow the gap, we implemented a goal setting study to increase awareness of growth mindsets, student reflection, motivation, and engagement in reading.

Table 4

Diane Siegel
Cabrillo Unified School District

Impact of Push-In Reading Intervention on Academic Growth and Social-Emotional Well Being
This case study compared three elementary classrooms and the impact of push-in reading intervention to the previous year's pull-out program.

Patsy Templeton
Orinda Union School District

Making the Most of Out of a First Grade Day
This action research focused on teacher collaboration, strategic grouping, and the use of Blended Learning to maximize growth and get the most out of each and every first grade day.

Table 5

Azine Davoudzadeh
San Ramon Valley Unified School District

Virtual Reality: Transforming the Future of Girls in Tech
Participatory action research was used to study how Virtual Reality is used as an intervention for improving learning outcomes and shifting interests, attitudes of middle school girls' towards technology as a learning tool and possible career pathway.

Chi-Ching Shui
San Ramon Valley Unified School District

ST(R)E(A)M to Increase Teacher Collaboration
This action research study examined the effects of implementing a ST(R)E(A)M Lab on an elementary campus on building teacher collaboration.

Old Union Basement - Banquet Room (B102)

Table 1

Rhonda Taft
San Ramon Valley Unified School District

The Cornell Note Taking System as a Learning Tool for At-Risk Students
This action research study investigated the Cornell Note Taking system as a learning tool to increase learning for At-Risk students to improve academic success.

Brian Scharmann
Livermore Valley Joint Unified School District

Examining Correlations Between School Provided Academic Supports and Achievement for Hispanic Students
This study attempts to evaluate the effectiveness of existing school provided academic support interventions and their impact on the achievement gap that exists between White and Latino students in middle school math classes.

Table 2

Najat Rose
San Leandro Unified School District

The Underrepresentation of African Americans in Advanced Placement Classes: Intervention and Early Detection Program
My study aims to investigate the factors behind the low enrollment of African American Students in Advanced Placement courses in San Leandro High School. The AP teachers and students' interventions programs are the focal points of this research.

Derek Boyd
Oakland Unified School District

Under-enrollment of African-American and Latino Students in Upper Division Math Classes
African-American and Latino students are underrepresented in Advanced Placement and Concurrent Enrollment classes around the county. This study is an examination of an intervention to increase the enrollment of those students in Concurrent Enrollment classes at the nearby community college.

Table 3

Kelly Eagan
Mt. Diablo Unified School District

Examining the Effectiveness of a Two-Year Algebra Class
This case study analyzed the effectiveness of an innovative two-year Algebra I course model in a high school.

David Cabezas
Mount Diablo Unified Schools

Olympic High School - Service Learning
This action research study analyzed the Service Learning program effectiveness of meeting students' academic goals, specifically in Mathematics.

Table 4

Justin Young
Jefferson Union High School District

Interventions to Increase Enrollment
Students of color are underrepresented in Advanced Placement courses. This collaborative action research and case study analyzes literature around the causes of the underrepresentation and implements interventions to diminish this inequity, especially among Latino and African American student populations.

Herman Wilson
Milpitas Unified School District

Effectiveness of a School-based Intervention Program: Addressing the Underrepresentation of Students of Color in AP (Advanced Placement) Classes
This action research study focused on the effectiveness of the school-based intervention program in addressing the issue of inequity of underrepresentation of students of color in advanced placement (AP) classes at a high school site.

Table 5

Mark Dieter
Alameda Unified School District

The Effects of Freshman Science Class on Upper Level Science Enrollment
This study looks at the effects of implementing conceptual physics to replace earth science as a freshman science class, one factor influencing minority student access to upper level science classes.

Sofia Fojas
San Francisco Unified School District

Creating Harmony for Students of Color: Access and Equity in High School Orchestra Program
This case study examined a pilot intervention in which middle school students are given access to music instruction through a Saturday Arts Lab including the effectiveness of the intervention in increasing the audition application of students of color for the School of Arts orchestra.

Amy Brown
Pleasanton Unified School District

Middle College - How Do Incoming Student Expectations Match Current Students' Perceived Benefits?
This action research was a collaborative approach designed to examine the correlation between the perceived expectations of incoming Middle College students with that of the defined benefits.

Table 6

Ben Campopiano
Mt. Diablo Unified School District

How Can We Help? Examining the Mental Health of America's Adolescents
This case study examined adolescent student awareness and access to mental health services through an analysis of normed site mental health survey.

Frank Dardon
Hayward Unified School district

Social Justice and Equity for All Families
This study identifies the hardships caused specifically by homophobia and social injustice experienced by students as early as elementary school. Teachers play a role in normalizing conversations about LGBT topics and acknowledging negative judgment to foster positive social emotional skills among peers.

Old Union 3rd Floor
Rooms 307 A-C

Table 1

Patrice Yau
Oakland Unified School District

The Obstacles English Language Learners Encounter From Being Reclassified as "Fluent English Proficient"
This study examines the importance of providing meaningful support to English Language Learners continuously. Through peer mentorship, this intervention program is driven by individual student needs with a goal to counteract the risk of becoming Long Term English Language Learners.

Suleyma Moss
Mt. Diablo Unified School District

Effective Interventions for Long Term English Learners
This collaborative action research studies a collegial team whose purpose is to identify, recommend, and establish student-centered interventions based on district generated data in order to move middle school Long Term English Learners towards reclassification.

Table 2

Andrew Campbell
San Mateo-Foster City School District

Coaching Mainstream Peers Effect on Newcomer ELL Academic Outcomes
This quasi-experimental design evaluates the effect of restorative practices and intentional coaching of mainstream students on the classroom participation, work completion and academic outcomes for newcomer English language learners, compared to a non-coached cohort.

Ruth Espinosa
Pleasanton Unified School District

It is Not Just the Students, Teachers Can be Marginalized Too
The case study focused on the collaboration between English Language Arts Special Education and General Education teachers during textbook adoption process.

New Union 2nd Floor
Bayview Room

Table 1

Dan Deasy & Mary McArdle
Sequoia Union High School District &
San Mateo County Office of Education

Students with Severe Disabilities May Show Behavioral Benefits from Inclusion
The study examines the impact of inclusion on students with moderate to severe disabilities, served on a nonintegrated campus due to severe behaviors. This quasi-experimental design will look at pre and post behaviors of the studied population of young adults.

Jenn Blake
Oakland Unified School District

The Impact of Professional Learning on Readiness and Attitudes Toward Special Education Inclusion
Through reviewing relevant literature and analyzing survey and focus group data, this research seeks to examine whether professional development focused on inclusive practices and Universal Design positively impacts on Special Education teachers' attitudes toward including students with disabilities.

Table 2

Kim Martin
Fremont Unified School District

Closing the Achievement Gap: Special Education Students and Common Core Mathematics Standards
This action research project studied the impact of relationships of Special Education and General Education staff through collaboration and how those relationships influence the success of eliminating the CCSS Mathematics gap.

Leslie Navarrette
Pleasanton Unified School District

The Overrepresentation of Hispanic English Learners in Special Education
This case study analyzed how elementary sites identify English Learners for Special Education after implementing a checklist intervention.

New Union 2nd Floor
Oakland Room

Table 1

Elie Lansing Wasser
Newark Unified School District

Identifying Effective Measures to Address Truancy and Habitual Tardiness in 9th Grade Students
This quasi-experimental analysis of attendance intervention effectiveness makes use of individual case studies to determine where empirical data intersects with perceived effectiveness.

Patrick Jackson
Pacifica School District

Do Letters Work? Identifying Effective Strategies to Reduce Chronic Student Absenteeism/Tardiness
This action research study assessed the effectiveness of attendance letters changing attendance habits of chronically absent/tardy middle school students.

New Union 2nd Floor
Concord Room

Table 1

Dom Lam
Jefferson Elementary School District

Examining the Challenges in Planning and Implementing PBIS (Positive Behavior Interventions and Supports)
This action research study examined the challenges in setting up and implementing PBIS at a K-8 school; through the lens of the PBIS leadership team and impacted teachers.

Allison Sayavong
New Haven Unified School District

Building From The Bottom Up! Restorative Justice Practice at an Elementary School
This 3 year ethnographic study examines the beginning works and efforts of an elementary school community in the implementation of restorative justice practice among students, teachers, parents, and administration as a way to approach disciplinary issues.

Table 2

Lora Colyer & Lissette Sandoval
Hayward Unified School District

Diminishing Reclassification Barriers for English Language Learners
This study investigates the effects of oral language collaboration to decrease the barriers ELs face. Action research is used to collaborate and provide teachers data that are helpful to achieve English language acquisition and academic success.

Stella V. Castillo
New Haven Unified School District

Oral Language Intervention for English Language Learners
This study investigates the effects of oral language collaboration to decrease the barriers ELs face. Action research is used to collaborate and provide teachers data that are helpful to achieve English language acquisition and academic success.

Superintendents Panel

Matthew Duffy
West Contra Costa Unified School District

Matthew Duffy currently serves as the Superintendent of the West Contra Costa Unified School District. He enters the district of 30,000 students with a long history of success leading urban schools. Previously he served as the Assistant Superintendent of the Milpitas Unified School District where he was in charge of all aspects of the district's instructional program. Mr. Duffy played a key role in opening a new Dual Immersion Elementary School, enhancing the music program, and significantly expanding professional learning opportunities for teachers. This past school year, Milpitas Unified saw an almost 10 percent growth in its end-of-the-year statewide assessments. Before his tenure in Milpitas, Mr. Duffy spent nine years in the Oakland Unified School District where he served as both a Principal and a Regional Superintendent. As a Principal, Mr. Duffy led Elmhurst Middle School and then the newly created Elmhurst Community Prep, where he raised academic achievement, significantly expanded the music program, and improved the overall safety and climate. As a Regional Superintendent, Mr. Duffy was responsible for the day-to-day operations of nearly 20 middle and high schools located throughout East Oakland. Prior to coming to Oakland, Mr. Duffy was both a teacher and Assistant Principal in New York City where he was born and raised.

Dr. Janet Schulze
Pittsburg Unified School District

Dr. Janet Schulze has served as the proud Superintendent of Pittsburg Unified School District since July, 2014. Prior to coming to Pittsburg, she was the Assistant Superintendent of High Schools for San Francisco Unified School District (SFUSD). While at SFUSD, Dr. Schulze supported the high schools' implementation of the district's equity focused strategic plan. She served as a high school principal in SFUSD, and an assistant principal and student activities director in El Paso, Texas. She began her career as a seventh grade English and reading teacher in El Paso. While in graduate school, she also worked for the states of Massachusetts and New York evaluating district and charter schools. Dr. Schulze earned her B.S. in Secondary Education and English from the University of Wisconsin, Madison, and her Master's in Educational Leadership from the University of Texas, El Paso. She earned a Master's Degree of Education and her Doctor of Education in Administration, Planning and Social Policy from Harvard University, where she was in the Urban Superintendents Program. Her dissertation, "Voices of Transition: The Educational Experience of Hmong High School Students," explored the effects of high school reform on students who are English language learners.

Pat Sánchez
Newark Unified School District

Pat Sánchez began his service as superintendent for the Newark Unified School District on July 1, 2016. Mr. Sánchez's notable leadership as a principal in Colorado turned around one inner city middle school and three inner city high schools. He also served as Director of Human Resources for Aurora Public Schools, as well as superintendent of an inner city school district in Commerce City, Colorado. Mr. Sánchez brings an enlightened perspective to the District, with a clear commitment to addressing racial, socio-economic and educational equity as a school system. Under Mr. Sánchez's leadership, the District is embracing equity to ensure that diversity amongst students, staff and the entire community is celebrated as strengths in the organization. Mr. Sánchez is pioneering the educational landscape in pursuit of more equitable access to high quality education for all students. He is committed to this work, to ensure that race is no longer a predictor of academic success. Mr. Sánchez works tirelessly to empower all families and community members to become engaged partners in their child's education by creating welcoming environments district-wide that reflect and support a culturally diverse population. A substantial piece of Mr. Sánchez's overall leadership message is the critical importance of creating collective leadership through authentic listening, humility, and student-centered actions.

LEADER
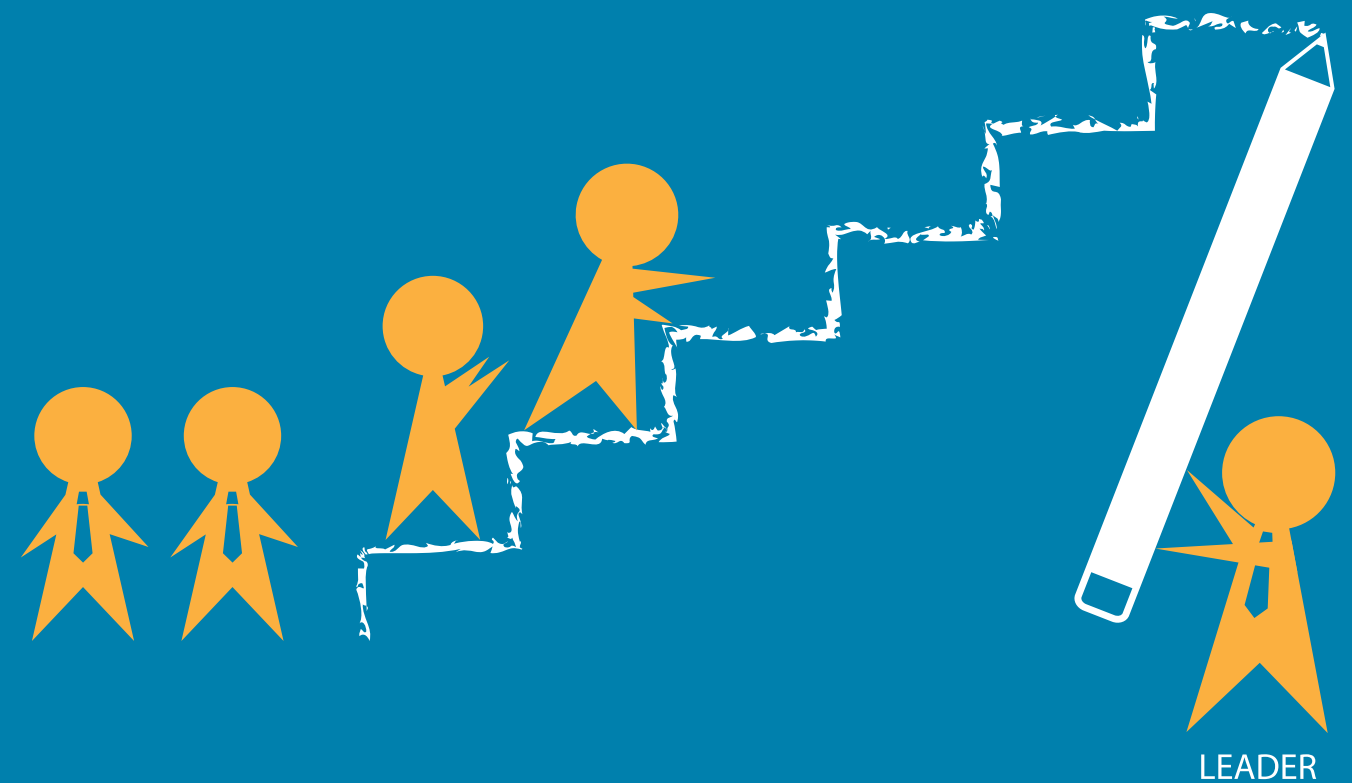
The Center for Research, Equity, and Collaborative Engagement (CRECE)

The purpose of CRECE is to promote critical, collaborative research that brings PK-12 and postsecondary educators, educational policy makers and community members together to transform urban schooling. We wish to engage multiple constituencies in a cycle of research, education, and conversation, while strengthening networks of educators, policy makers, and community members in the service of equity and social justice.

The center is a virtual and physical intellectual hub that acts as both catalyst and conduit to generate and disseminate knowledge about local education issues. We envision three interrelated elements to our work: networking among multiple constituencies, education and research as complementary halves of a continuing cycle of inquiry, and the broad dissemination of knowledge about local schools through web-based, print, and face-to-face channels.

CENTER FOR RESEARCH, EQUITY & COLLABORATIVE ENGAGEMENT

CRECE

CALIFORNIA STATE UNIVERSITY EAST BAY